

Chapter 5 *Physical Activity*

Module 6: The M-and-M's of Physical Activity

Step Up and Step Out to promote physical activity!

Remember to use M-and-M's to increase opportunities for physical activity!

A little awareness here and a little role-modeling there, and you are ready to MOVE!

M-and-M's for Sale!

To have the most success with marketing and modeling physical activity throughout the community, it is important for your coalition to understand the factors that influence and motivate community members:

Factors Influencing Physical Activity Behaviors (1)

- ♥ Age—Physical activity declines with age
- ♥ Gender—Males are generally more active than females
- ♥ Knowing how to be physically active—Not just health knowledge, but more “how to”
- ♥ Perceptions about weight—A healthy body perception is important
- ♥ Attitude about activity—Previous experiences are influential
- ♥ Confidence in abilities—Start building this at a young age
- ♥ Norms or what's acceptable and practiced within a group – In and out of school
- ♥ A perception that there isn't enough time – Time is a valued commodity
- ♥ Problems and prompts to being active
- ♥ Peer, parent and teacher modeling – Peer influence is key for teens
- ♥ Day of the week, season of the year, and time of the day – Preferences vary
- ♥ Setting – Is preference for indoor or outdoor, large or small group, alone
- ♥ Increase in TV, computer, and video game use –Uses up free time
- ♥ Organized activities offered – Need for structure versus independence



It is often difficult for individuals or groups working to “sell” physical activity to understand why others fail to place the same value or importance on activity. Your coalition can create a win-win situation by **Stepping Up and Stepping Out** and

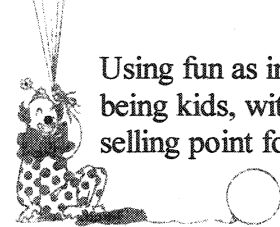
considering these behavioral factors for the audience your marketing campaign is targeting.

Motivation to be active

The two types of motivation, external and internal, were discussed in Module 2. External motivation, things such as stickers, treats, and T-shirts given to students who participate in a fun run, and internal motivation, a person's internal *desire* to participate in an activity can both be used in planning marketing actions.



The internal rewards such as FUN, excitement, and challenge are preferred. From a marketing standpoint, they don't cost extra, and from a behavior change standpoint, they potentially lead to the most long-lasting changes.



Using fun as internal motivation for kids leads to kids just having fun...or being kids, with the added bonus of increasing their physical activity! What a selling point for your coalition!

Recognize Small Steps



"Each long journey begins with the first step."

Chinese Proverb

As the proverb goes, so shall your efforts to increase physical activity among students begin with that important first step. Each step that follows is an important element in building success. Success upon success leads to more active students building lifetime activity patterns.



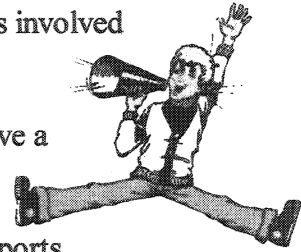
Media M-and-M's

The use of media to spread the word of physical activity is the best means of reaching the largest audience possible in the most efficient manner.

Ideas for media efforts:

- ♥ Speak out on issues related to physical activity.
- ♥ Promote upcoming activity events, and provide information for involvement.

- ♥ Look for local news angles. Are prominent community figures involved in physical activity, or is there physical activity "news" to highlight?
- ♥ Seek out writers that do routine features on sports, or who have a regular health column.
- ♥ Connect with national events for promotion, such as American Heart Month, or National Physical Education and Sports Week.
- ♥ Collaborate with the school and community groups for physical activity events, campaigns, and programs to increase numbers involved, and visibility to the media.
- ♥ Link coalition activities with those that also promote the community...things such as safety, environment, and transportation.



Role models are M-and-M's

Role models influence others through their physically active lifestyle, thus creating a contagious enthusiasm.

Prospective role models:

- ♥ Teen and young adult students from high school or college settings
- ♥ Teachers or school administrators recognized for their leadership abilities
- ♥ Recognized athletes that kids can identify with, i.e., college or professional players, coaches, etc. that have local, regional or national ties to the community
- ♥ Peer group role models
- ♥ Community and business leaders
- ♥ Parents, grandparents, and older siblings
- ♥ You

Example:



One community applied M-and-M's to its youth athletic programs by recruiting and training high school students to serve as coaches. The program was a "win/win" situation. This arrangement met the coalition goal of adding additional physical activity for students through the use of positive role models. This M-and-M effort developed leadership skills for teens, and gave confidence to all involved.



Teens are a natural role model for younger children. Elementary students will listen to every word and watch every move made by their teen counterpart. They want to be like “coach.” Capitalize on this opportunity!

You M-and-M's! (2)



Step Up and Step Out to Find Ways *YOU* Can Model Physical Activity

When making choices:

- ♥ Begin slowly, with little steps that will build change and success
- ♥ Set reasonable goals
- ♥ Pick activities you enjoy and find FUN
- ♥ Consider your daily schedule and determine if morning or evening works best for you
- ♥ Consider whether you prefer to be alone and use activity time as your private time to “think” and unwind, or if you prefer the company of others
- ♥ Consider weather and find alternative activities when necessary (e.g. walking in an indoor mall instead of outside in the winter)
- ♥ Create a plan that works for *YOU*
- ♥ Use physical activity rather than food as a reward (e.g. a class “wins” a walk with the teacher rather than a pizza party)
- ♥ Find little ways to be active around the house, such as manually changing the TV channel
- ♥ Try the stairs
- ♥ Park the car away from the entrance to give yourself a chance to walk
- ♥ Rake leaves, work in the yard
- ♥ Garden
- ♥ Play water volleyball
- ♥ Try a new sport or activity just for FUN
- ♥ Run, jog, and walk in a scavenger hunt
- ♥ Wash the car
- ♥ Create your own active games at a neighborhood block party
- ♥ Host a dance fever contest
- ♥ Encourage younger children to “act out” a story as you read it

Tips for Parents



Instead of having an “adult workout”, have a “playout” with your kids!

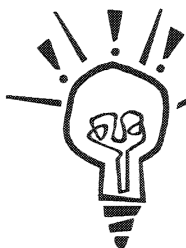
To model and encourage physical activity at home:

- ♥ Praise children for their activity efforts
- ♥ Remember activity needs to be age appropriate
- ♥ Be an active participant, not a spectator
- ♥ Keep in mind activity creates great family time for talks, laughter, and togetherness
- ♥ Step back in time and teach your child your childhood games



References and Resources

- (1) Centers for Disease Control and Prevention. *Guidelines for school and community programs to promote lifelong physical activity among young people*. MMWR 1997;46(No. RR-6). Phone 800-458-5231
www.cdc.gov/epo/mmwr/preview/mmwrhtml/00046823.htm
- (2) For additional information check: *Physical Activity: Steps for Adding PEP to Your Life*. The Centers for Disease Control and Prevention (CDC) and the Cooper Institute. To order PEP participant kits in Healthy Eating and Physical Activity, contact 800-635-7050, extension 3230 or e-mail: bshp@cooperinst.org.
Or, **Shape Up America**, founded by C. Everett Koop, M.D., Sc.D.
Online at: <http://www.shapeup.org/>



Module Tip:

Reward the performance, not the outcome; the effort, not the success!

FAQs:

- ❑ **Question:** Will kids participate in activities without receiving rewards such as T-shirts?

Answer: The key is not to totally eliminate all rewards, but to reward the individual effort, not the winning. Practice an “everyone is a WINNER” philosophy.

- ❑ **Question:** How do you convince people to role model healthy choices?

Answer: It starts with *you*! Do what you can to make healthy choices, talk with interested people about the changes you make, and provide support for others who are making changes.

Module Glossary:

Latchkey: An after-school program for children.



Family Activity Checklist

✓✓ Try the "Family on the Go" checklist and see how you do!

- ___ Our family has regular times scheduled throughout the week for physical activity.
- ___ All adult members of our family have moderately intensive physical activity at least 30 accumulative minutes on most, preferably all, days of the week.
- ___ All children in our family are physically active at least 60 minutes and up to several hours per day.
- ___ Our family participates together at least two times per week in physical activities.
- ___ Our family uses physical activity rather than food as a reward.
- ___ Our family obtains toys and equipment that promote physical activity.
- ___ All members of our family understand the Activity Pyramid and use it to create an individual physical activity plan for him or herself.
- ___ Our family has fun with physical activity.

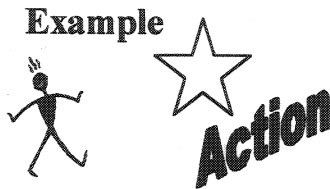


Environmental Change Plan

Objective: Plan 3 events by December 2005 that promote physical activity.

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review— results of actions Check all that apply.
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Repetition <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Support <input type="checkbox"/> Reward	Action: <i>Plan a display at a parent's school open house to promote physical activity</i> Marketing Plan: <i>Parent newsletter and invite local newspaper</i> Resources: <i>to be determined</i>	<i>Define facility space and receive administrative support</i>	<i>Joe and Kathy develop and planning team By July 20</i>	Communication: <input type="checkbox"/> Great marketing <input type="checkbox"/> Need M-and-M's Time: <input type="checkbox"/> Good timing <input type="checkbox"/> Needs work
-or- Problems resolved:	Action: <i>Develop and set-up pyramid</i> Marketing Plan: <i>Banners/posters in hallways and classrooms</i> Resources: <i>Dynabands, hula-hoops, etc.</i>	<i>Ask permission to use existing equipment</i>	<i>Peter and Jane develop and create the pyramid by Aug 15</i>	Location: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Resources: <input type="checkbox"/> Feasible cost <input type="checkbox"/> Good <input type="checkbox"/> Needs work
<input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> Location <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Other	Action: <i>Develop handout materials</i> Marketing Plan: <i>Banners/posters in hallways and classrooms</i> Resources: <i>References, paper, printing</i>	<i>Identify expert resources with the PE teachers</i>	<i>Tonya and Sam develop and print materials by Aug 15</i>	Participation: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Overall: <input type="checkbox"/> Great-continue <input type="checkbox"/> Good-revise <input type="checkbox"/> Fair-revise

Comments:



Event Planning Tool

Use this example to create awareness and participation!

Title of Program/Project/Event: "Move with the Activity Pyramid"

☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)

☒ Students 485 ☒ Parents 45 ☒ Teachers 65 ☐ School meal director and staff ____

☒ School administrators 3-5 ☐ Business/community leaders/community-at-large ____

Outline/Description/Objectives/Ideas:

Objective: Create awareness and participation in physical activity.

Description:

1. Display items in the sections of a pyramid model that represent ideas or ways of participating in physical activity with your kids.
2. Provide a handout of fun ideas to do at home to keep moving.
3. Set-up a display with equipment for participants to use for engaging in activity on site...for example, stretch with dynabands, or coordinate a "dance" routine or other activity.

Marketing Plan: Include information in an invitation to the event

Resource Materials/Supplies/Food/Handouts:

1. Wood, Plexi-glass, cardboard, crate, or other 3-D replica of a pyramid.
2. Items appropriate in size to fit within the pyramid to represent the areas of physical activity...flexibility, strength, endurance, daily activity, and less frequently suggested activities at the top. Examples: video-games, jump ropes, baby (or large) running shoes, etc. Barbie doll size items work well for a table top display.

Costs/Funding Source:

Variable

Manpower Needed:

1 or more

Space/Time/Date Requirements:

1 Table and space for activity

Prep Time:

1-2 hours

Alternate Plan:

Comments:

Include activity suggestions for all ages if the display is used for a community health fair.